



ROBERT RUSCH—THE TECH
Robert Hannigan, director of UK's Government Communications Headquarters, gives a talk on encryption at the Media Lab Monday.

Platform may lower barrier to getting help

MIT-specific service, based on '7 Cups of Tea,' is backed by Mental Health

Divya Gopinath
STAFF WRITER

Peer2Peer, an anonymous web-based peer support platform, launched late last month. The site allows users to chat with fellow students; the Institute launched the site as part of an ongoing effort to lower the barrier for seeking help with mental health issues. Peer2Peer was spearheaded by Berj Chilingirian '16 and two professionals at MIT Mental Health, Evan Waldheter and Rheinila Fernandes.

Peer2Peer builds on another emotional health and well-being service, 7 Cups of Tea, which contacted Mental Health last spring offering to develop an adaptation of their chat system for the Institute. Addressing the differences between Lean On Me and Peer2Peer, Waldheter highlighted Peer2Peer's additional features inherited from 7 Cups of Tea.

"Peer2Peer offers one-on-one chat, like Lean On Me, but also allows users to join informal support groups, and take advantage of existing 7 Cups of Tea infrastructure such as online tools for general wellness, stress reduction, anxiety management, and overall mental health promotion."

"LeanOnMe has no affiliation with MIT," Chilingirian added. "I also think Peer2Peer will be used differently from LeanOnMe by vir-

Peer2Peer also supplements a larger campus-wide mental health

initiative, joining the ranks of other peer support platforms like Lean On Me, another anonymous service with which students communicate by text message. Lean On Me, unlike Peer2Peer, is not affiliated with the Institute.

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Peer2Peer, Page 10

IN SHORT

Nominations for the Teaching with Digital Technology award are due Monday, March 14. Make nominations at nominateMyProf.mit.edu.

Student Registration for the Spring Career Fair will begin Wednesday, March 16.

Applications for supervisor-sponsored, for-credit, or volunteer UROPs are due Thursday, March 17.

DormCon will meet Thursday, March 17 at 7:30 p.m. in Baker House. Meetings are open to all dorm residents.

Send news and tips to news@tech.mit.edu.

HAPPY BIRTHDAY, RANDOM!

Ever wonder how you throw a party for a dorm? CAMPUS LIFE, p. 6

WHY SHE CHOSE MIT

Hint: it wasn't the dead grass on Kresge Oval. CAMPUS LIFE, p. 6

CROSSWORD

Finally. FUN, p. 5

SHAKIRA IS IN IT

Read our four-star review of Disney's newest animated film, Zootopia.

ARTS, p. 15



WE CAN DO BETTER

Grad student has not-so-fond memories of GIRs. OPINION, p. 4

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Lagarde touts 'game changers' to address demographic shift

First female IMF Managing Director to engineers: 'use innovation in order to reduce public spending'

Drew Bent
FEATURES EDITOR

Christine Lagarde, the managing director of the International Monetary Fund, spoke at MIT last Friday, saying "we need to reframe the debate about demographics" and the global challenges that come with demographic changes. Her plan to counter shrinking and ageing populations in advanced economies includes both policy-driven approaches, such as entitlement reform, as well as calls for technological innovation in healthcare and energy.

Lagarde suggested raising retirement ages and using immigration to increase national workforces, although she qualified her immigration statement with the "big, big caveat" that workers must be integrated into the communities they're entering.

Lagarde said that the IMF and MIT have a similar culture of "rolling up one's sleeves and tackling problems hands-on in the lab, in the start-ups, in the offices, and whenever we give advice to policymakers."

One of the things she suggested for a hypothetical engineer trying to help tackle demographic problems was "to use innovation in order to reduce public spending." For health care, that includes "identifying and targeting the therapy that will be most efficient and where money will be best spent," she said.

"Innovation applied to clean energy, renewable energy is absolutely vital," she added.

cymakers." Although the IMF has no motto, she said it could be the same as MIT's "Mens et Manus."

Since the 1940s, the IMF has provided loans and financial advice to developing and developed nations as part of a fund that is now worth hundreds of billions of dollars.

After visiting the MIT Media Lab earlier in the day, Lagarde told *The Tech* in an interview that she hopes she can "explore some alternative ways to manage knowledge" with researchers and "turn that knowledge into stories that will actually speak to policymakers."

One of the things she suggested for a hypothetical engineer trying to help tackle demographic problems was "to use innovation in order to reduce public spending." For health care, that includes "identifying and targeting the therapy that will be most efficient and where money will be best spent," she said.

"We will only have traction if we care, if we listen, and if we provide the best service," she said.

Lagarde's talk on campus, titled "Demographic Change and Eco-

Lagarde, Page 10

Protesters seek release of Aafia Siddiqui

A small crowd of protesters gathered at the bottom of the steps of Lobby 7 Tuesday afternoon. They called on the U.S. government to release and repatriate Aafia Siddiqui '95, a Pakistani neuroscientist who is currently serving an 86-year sentence in a prison in Fort Worth, Texas.

Siddiqui is a graduate of MIT, class of 1995, and received her PhD in neuroscience at Brandeis University. She had been wanted for questioning by the FBI in relation to ties to Al-Qaeda and terrorist bomb plots, and in 2010 was convicted of assault against American army person-

nel after she was questioned in Afghanistan. Siddiqui, her family, Pakistani news media, and many activists in both the U.S. and the Middle East have denied the charges against her and have accused American authorities of subjecting her to torture.

A diverse group of people, young and old, Muslim and non-Muslim, joined in the protest. Signs proclaiming their demands waved in the air and hung down their backs as they listened to a succession of speeches about Siddiqui and broader concerns with U.S. government actions. Chants of "Free Dr. Aafia! Send

her home now!" and "USA, CIA, Free Dr. Siddiqui!" punctuated the speeches.

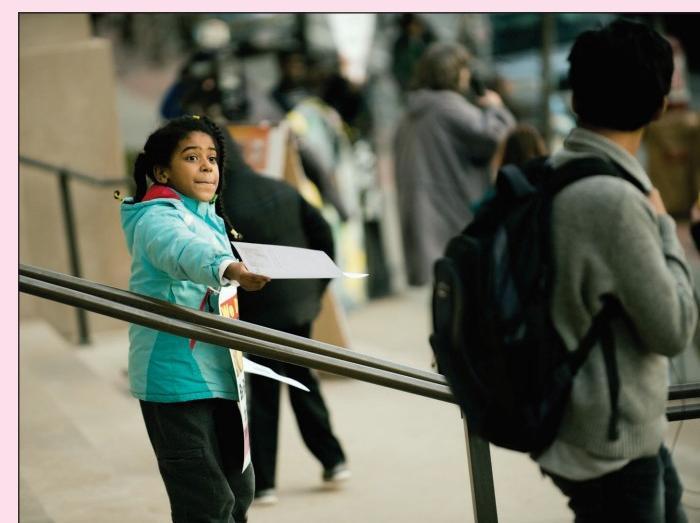
One speaker was Abdullah Faaruq, the imam at the Mosque for the Praising of Allah in Roxbury, MA. According to the organizer who introduced him, Faaruq knew Aafia when she was a student at MIT and that he "had a pretty close relationship with Aafia and her family."

Speaking on more general issues was PF Soto, an activist based in Cambridge. In her speech, she condemned "so-called activist groups" who "are infiltrated, tamp down on people's outrage ... [and] condescend to the average person who [she] believe[s] can handle the truth." These groups, Soto said, should be educating the people, and, like her, "holding documentary film screenings on everything" that MSM, or mass mainstream media, "doesn't want us to know about."

Perhaps referring to Siddiqui's case, Soto called the American election system "complicit [with] a rotten system that is leveling the earth and torturing and killing a massive portion of the human beings that we share the planet with." She hopes that "things will change with awareness."

A little off to the side, a group of smiling children posed for a picture. In their hands were hand-made, heart-shaped posters proclaiming in Sharpie, "I love Aafia."

— Vivian Zhong



LENNY MARTINEZ—THE TECH
A young girl passes out papers about Aafia Siddiqui, an MIT alumna currently serving an 86-year sentence in Fort Worth, Texas, during a rally for Siddiqui's release held Tuesday on the steps outside 77 Mass Ave.

WEATHER

Sunny weekend to follow rainy Thursday

Colin Thackray
METEOROLOGIST

It will likely be rainy for the rest of the day and night into Friday morning as a low pressure system passes to the north. The trailing rain will give way to high pressure for the rest of the weekend, leading to clear skies and sunny days on Saturday and Sunday. While it won't be quite as warm as Wednesday of this week, it will be very springlike for those planning outdoor weekend activities.

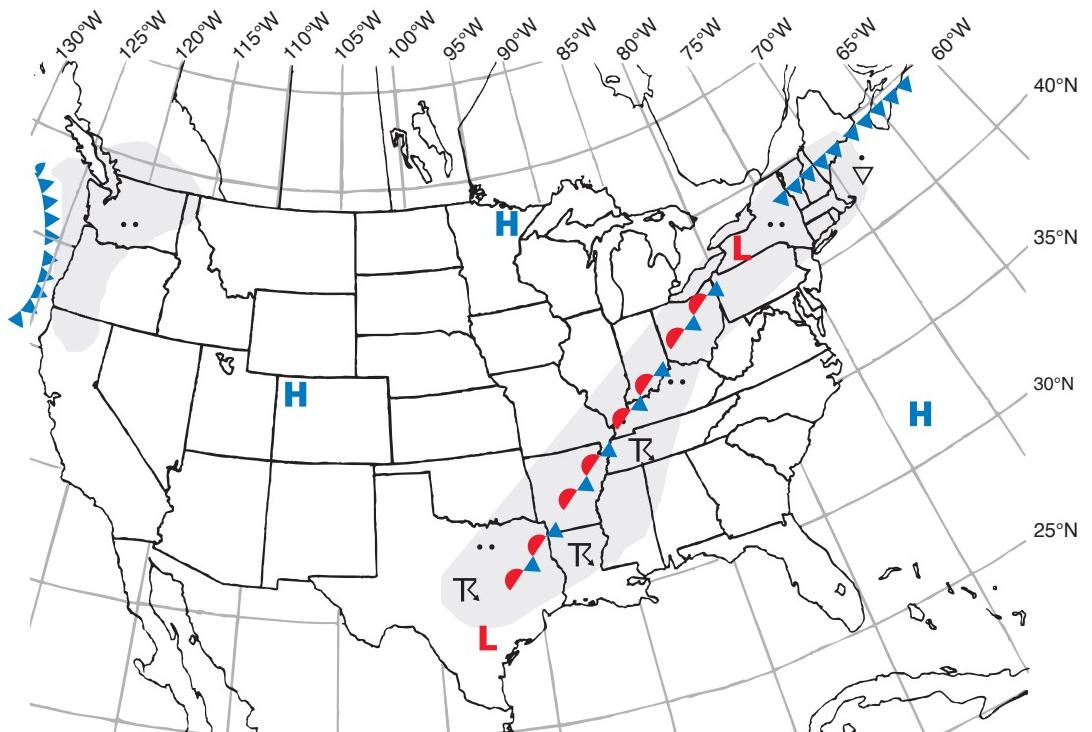
With the warm weath-

er coming, is our mostly snow-free winter over? On average, Boston only gets two snowfalls of more than an inch in the month of March, and less than one in April. Statistically, after the first week of March the snow has disappeared and is very unlikely to come back. So it's probably safe to pack away some winter gear, but before you start thinking about dusting off the

summer wear, keep in mind that in an average year we usually only get a handful of days with highs above 70°F before May.

Extended Forecast

Today: High of 65°F, winds 5-10mph W, rain in the afternoon and evening.
Tonight: Low of 45°F, winds 5-10mph NW, rain.
Tomorrow: High of 57°F. Overnight low of 32°F, winds NW 10-15mph. Clearing.
Saturday: High of 65°F. Low of 45°F overnight, winds SW 5-15mph. Clear.
Sunday: High of 60°F, winds 5-10mph. Mostly clear.



Situation for Noon Eastern Time, Thursday, March 10, 2016

| Weather Systems | Weather Fronts | Precipitation Symbols | Other Symbols |
|-----------------|----------------------|-----------------------|----------------|
| H High Pressure | - - - Trough | Snow Rain | Fog |
| L Low Pressure | --- Warm Front | * | T Thunderstorm |
| § Hurricane | △△△ Cold Front | ▽ | ∞ Haze |
| | △△△ Stationary Front | ● | |
| | | ** .. | |
| | | • | |
| | | *** :: | |
| | | Heavy | |

Solution to Saturday

from page 5

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| S | H | R | I | N | K | R | A | Y | T | V | S | E | T |
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Solution to Steaks

from page 5

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | 7 | 2 | 5 | 4 | 8 | 3 | 1 | 6 |
| 6 | 5 | 8 | 2 | 3 | 1 | 4 | 9 | 7 |
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| 7 | 4 | 3 | 1 | 2 | 6 | 8 | 5 | 9 |
| 2 | 8 | 9 | 4 | 5 | 7 | 1 | 6 | 3 |
| 5 | 1 | 6 | 9 | 8 | 3 | 2 | 7 | 4 |
| 1 | 6 | 4 | 8 | 7 | 2 | 9 | 3 | 5 |
| 3 | 9 | 5 | 6 | 1 | 4 | 7 | 2 | 8 |
| 8 | 2 | 7 | 3 | 9 | 5 | 6 | 4 | 1 |

Solution to University

from page 5

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | 9 | 2 | 3 | 5 | 8 | 1 | 7 | 4 |
| 5 | 3 | 4 | 1 | 7 | 9 | 2 | 8 | 6 |
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| 1 | 8 | 3 | 9 | 4 | 5 | 6 | 2 | 7 |
| 9 | 2 | 5 | 7 | 3 | 6 | 4 | 1 | 8 |
| 4 | 7 | 6 | 8 | 2 | 1 | 5 | 9 | 3 |
| 2 | 5 | 7 | 6 | 9 | 3 | 8 | 4 | 1 |
| 3 | 6 | 1 | 2 | 8 | 4 | 7 | 5 | 9 |
| 8 | 4 | 9 | 5 | 1 | 7 | 3 | 6 | 2 |

Solution to Tower

from page 5

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|---|---|---|---|---|---|
| 4 | 3 | 1 | 6 | 5 | 2 |
| 5 | 4 | 2 | 1 | 6 | 3 |
| 3 | 2 | 6 | 5 | 4 | 1 |
| 6 | 5 | 3 | 2 | 1 | 4 |
| 1 | 6 | 4 | 3 | 2 | 5 |
| 2 | 1 | 5 | 4 | 3 | 6 |

Solution to Airlines

from page 5

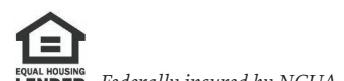
| | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 2 | 3 | 6 | 1 |
| 1 | 6 | 4 | 5 | 2 | 3 |
| 3 | 2 | 6 | 1 | 4 | 5 |
| 4 | 3 | 1 | 2 | 5 | 6 |
| 2 | 1 | 5 | 6 | 3 | 4 |
| 6 | 5 | 3 | 4 | 1 | 2 |

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Solution to Hands...

from page 13

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|---|---|---|---|---|---|---|---|---|
| 8 | 6 | 2 | 4 | 1 | 9 | 3 | 7 | 5 |
| 7 | 5 | 1 | 3 | 9 | 8 | 2 | 6 | 4 |
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| 6 | 4 | 9 | 2 | 8 | 7 | 1 | 5 | 3 |
| 2 | 9 | 5 | 7 | 4 | 3 | 6 | 1 | 8 |
| 5 | 3 | 8 | 1 | 7 | 6 | 9 | 4 | 2 |
| 3 | 1 | 6 | 8 | 5 | 4 | 7 | 2 | 9 |
| 4 | 2 | 7 | 9 | 6 | 5 | 8 | 3 | 1 |
| 9 | 7 | 3 | 5 | 2 | 1 | 4 | 8 | 6 |

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OPINION OPINION OPINION OPINION OPINION



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GUEST COLUMN

Mens et ... mens?

Rethinking the freshman year science core

By Georgia Van de Zande

The very first class I attended at MIT was 7.012, four and a half years ago in the fall of 2011. I remember how excited my fellow freshmen felt in Maseeh dining that morning, how tightly the Infinite was packed with students finding new classrooms, and how crowded 26-100 was once my friends and I got there. But looking back on that first class, I cannot actually recall much of what the professor said. Or really much from any other 7.012 lecture. Or from 18.02 lectures that fall or 5.111 lectures the following spring. Why is that? I have a fairly good memory, and in four years it shouldn't seem reasonable for me to forget the material. I suspect that I don't remember what was taught in these three classes because all of them were rigid lecture-based classes. Although these were core freshman science classes, there was little to no student engagement through hands-on learning.

These classes — 7.012, 5.111, and 18.02 — are effective in teaching freshmen *how* to do college: how to work with peers, take notes in lectures, ask for help in office hours, turn in psets by the deadline, and manage one's time while learning to live without one's parents. These are invaluable lessons, but does learning these skills mean that I can't also learn material I would remember a couple years later? I remember that I finished freshman year disheartened, feeling that I had spent a whole year at MIT without really growing my appreciation for biology, chemistry, or math.

What astonishes, frustrates, and disappoints me about MIT's freshman science core is the fact that there is no lab component to 5.111. I learned and retained more information in high school AP Chemis-

try than in 5.111. To draw a comparison, my high school found the resources for each student to perform multiple lab experiments each week. I'll never forget the weeks of anticipation leading up to the Sodium Trashcan Experiment in which we dropped a 30g chunk of sodium into a trashcan filled with water. We all stood on the soccer field and watched the lid soar over 300 feet into the air as an explosion boomed throughout the whole campus. In addition to blowing the lid off the trashcan, we made predictions, took measurements, and carried out calculations to understand the heat transfer that occurred. It's these kinds of experiences that explain why I remember almost everything I learned in high school chemistry.

When I visited my high school chemistry teacher after freshman year at MIT, he asked me about my chemistry labs. He was stunned to learn that a college would choose not to have a lab component in their Chemistry 101 equivalent — especially MIT, supposedly the bar-setter for innovation in science and learning. There are countless exciting and engaging ways for students to experience the world of chemistry; why don't new MIT students see them first-hand? Why don't MIT freshmen have hands-on experiences in chemistry, biology, and calculus?

I'm glad to hear that 3.091 has recently become much more hands-on, but I can't comment on it from experience. And, of course, there's TEAL. It's funny that while TEAL seemed to top the list of "Most Complained About Things" during freshman year, the material taught in 8.01 and 8.02 is what I actually remember best from the technical GIRs. I can still visualize how a magnetic field might act in different situations and remember how to set up a Gauss's

Law problem. As much as students gripe about TEAL, I would bet 8.01 and 8.02 are more ingrained in most recent graduates' minds than 5.111 and 7.012. So why aren't these other departments experimenting with their introductory teaching methods the way that physics has? When MIT's motto is *mens et manus*, why are the core freshman science classes all mind and no hand?

While MIT is dedicated to pushing boundaries, certain boundaries here are not yet being pushed. The freshman science core is an example. These core classes are critical in an MIT education, especially because they are directed toward freshmen that may be searching for their calling in science. As the first academic experiences that MIT students go through, shouldn't these classes serve as stellar examples of the innovative, forward-thinking, hands-on place that MIT strives to be? Shouldn't they be setting the bar for what introductory science classes around the world should be like?

Current and former students: I encourage you to ask yourselves these questions and voice your thoughts and concerns. In early February, President Reif sent an email to the MIT community about "MIT and the future of education." Right now is the perfect time for all of us, especially students, to start thinking about the future of the freshman science core, the end goals for these classes, and the link between the teaching methods for these classes and their intended goals. But we must do more than think about the future of these classes; we must also act on our thoughts and actively push the boundaries further. Thinking and then acting: that's the spirit of *mens et manus*.

Georgia Van de Zande is a Master's candidate in the Department for Mechanical Engineering.



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Steaks

Solution, page 2

A partially filled 9x9 Sudoku grid. The visible numbers are:

| | | | | | | | | |
|---|---|---|---|---|---|---|--|---|
| | 7 | 2 | 5 | | | | | |
| 6 | | | 2 | 3 | 1 | | | 9 |
| 4 | | | | 6 | | 5 | | |
| | 4 | 3 | 1 | | | | | |
| 2 | | | | | | | | 3 |
| | | | | 3 | 2 | 7 | | |
| | 4 | | 7 | | | | | 5 |
| 9 | | 6 | 1 | 4 | | | | 8 |
| | | | | 5 | 6 | 4 | | |

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

University

Solution, page 2

A partially filled 9x9 Sudoku grid. The visible numbers are:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 9 | | | | 8 | | | |
| | 3 | 4 | 1 | | | 2 | | 6 |
| 7 | 1 | | | | 2 | 9 | | |
| | | 9 | | 5 | | | | 7 |
| | 5 | | | | | 4 | | |
| 4 | | 8 | | 1 | | | | |
| | 7 | 6 | | | | 4 | 1 | |
| 3 | | 1 | | | 4 | 7 | 5 | |
| | | 5 | | | | 6 | | |

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Tower

Solution, page 2

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| 240x | | 12x | | 30x | 2 |
| | | | | | 2- |
| 11+ | | 6 | | 20x | |
| | 23+ | | | 2 | 20x |
| 1 | | | | 7+ | 5+ |
| 2÷ | | | | | 6 |

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

Airlines

Solution, page 2

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1- | 24x | 8x | 90x | | 1 |
| | | | | 24x | |
| | 6x | 30x | | | 30x |
| 4 | | | 30x | | |
| 12x | | | 2- | | 4 |
| | 15x | | | 2x | |

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

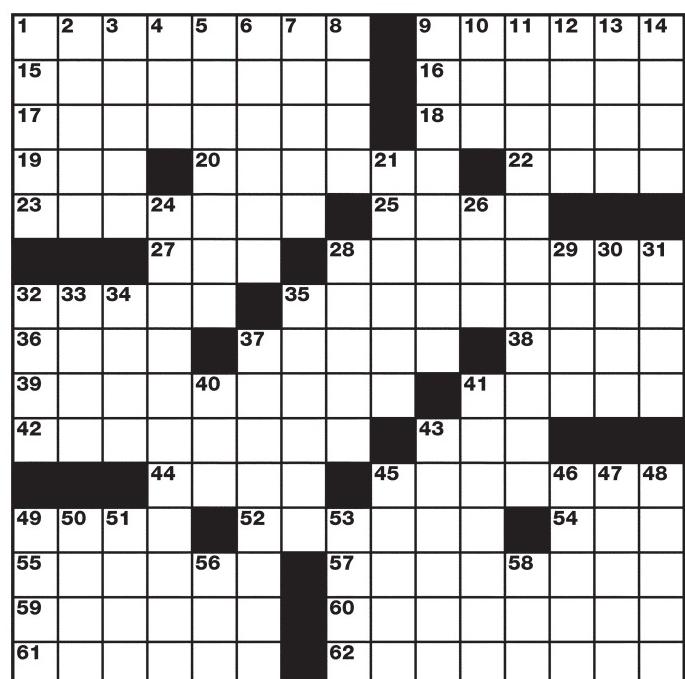
Saturday Stumper

Solution, page 2

ACROSS

- | | |
|--|--|
| 1 Plain | 43 Frat letter |
| 9 Shelters | 44 Much |
| 15 Lofty status | 45 Produce bin |
| 16 Iguana predator | 49 __-plié (ballet movement) |
| 17 Possible punch accompaniment | 52 Title first used for shoguns |
| 18 Cry before you spill | 54 Important reign, perhaps |
| 19 Livorno-to-Florence dir. | 55 Targets of some fundraising campaigns |
| 20 Word from the Italian for “cherish” | 57 Wannabe |
| 22 Fairbanks, for Teddy Roosevelt | 59 Hangs (on) |
| 23 Lott successor as Senate majority leader | 60 First female prof at the Sorbonne |
| 25 Part of many valentines | 61 Gripe |
| 27 One of the top four automakers, circa 1907 | 62 What some looks cure |
| DOWN | |
| 28 Morals-for-money | 1 Rationed |
| 32 Deceived, as a Duck | 2 Maker of the first curved- front fridge |
| 35 Modern hospital staffer | 3 All NFL uniforms, since 2012 |
| 36 Scathing | 4 Ending like -aceous |
| 37 Show renewed energy | 5 Sold for |
| 38 Is found | 6 Bathe in light |
| 39 Sci-fi device | 7 Cow |
| 41 Man-cave must-have | 8 Forte (strong-minded; Fr.) |
| 42 Winner of some Olympic | |

9 What often tops jambalaya
10 Adept
11 Exemplar of kitschy art
12 45 Down rival
13 One of its "Welcome to" signs is a giant gold pan
14 Rung
21 Nonstandard
24 Plastic cap
26 Small-screen swan song of 2015
28 Initial venture
29 Iliad divine messenger
30 Coauthor of Bogart's Oscar role
31 Symbol of spring
32 Pizazz
33 Lingering trace
34 Cocktails named for a mayor of Dijon
35 Lower yourself, in a way
37 Apt to start
40 Drilling expert, for short
41 Metaphorical danger zone
43 Apt
45 Intimate quiz purveyor
46 Two-time Explorers Club



president
 47 Harry ally in Deathly
 Hallows
 48 Premiums
 49 Pessimistic
 50 Letters on some
 ("Moby-Dick")

- 51 Canyon Vistas Ride transportation
- 53 Heart-shaped sewing machine parts
- 56 Maker of the first cell-phone color displays

From Mexico to MIT

One home to another



LENNY MARTINEZ—THE TECH

Bernie Cervantes**Bridge, from Page 7**

spoke highly of forming a strong network of friends and colleagues. Getting into the groove of research made Matus feel more

at home. "I found my place when I found my own research direction, obviously with support from the lab." Her research advisors helped her through the challenging periods.

"One of them talks to me on a personal level. I remember this phrase he told me. 'When you come to MIT, we accept you as a rough diamond, but the beauty of MIT is that it is going to produce all these jewels, but each of them are different, and we don't expect you to be perfect.' For me, that was so liberating. I started to feel more and more comfortable," said Matus.

Cervantes has made many of his friends in classes and in his lab group, and looks forward to branching out more from MIT as he gets settled. "It is no secret that good mentors and good extra-curricular activities are correlated with a happy academic career," said Cervantes. He credits those "forces" and access to strong programs for multicultural students with his current happiness as a graduate student.

After MIT

As Cervantes and Matus look to the future, neither of them expects to return to Mexico soon. One challenge unique to students from underserved communities is a lack of career prospects close to home. Cervantes is prepared for "home" to be far away from his parents, who still live in Tijuana, for quite some time.

"People always ask me if I would go back [to Mexico]," Cervantes said. "I always say that I would retire in Mexico, but for the rest of my career, I think I will stay here in the United States. Having a career in biotechnology is a lot easier in the U.S. than it is in Mexico," he explained, referring to opportunities and funding in the synthetic biology field that are unavailable in Tijuana. Cervantes hopes to continue using microbes to produce chemical compounds that are helpful to people.

Matus shared this sentiment, "Nobody in my family had ever done anything related to science. In Mexico, it is already kind of rare, so no one in my family had studied science ... I didn't know that science was a career." She is not sure what her next steps are after graduation, and is unsure if those plans will include Mexico.

"I thought for sure that I would not go back [to Mexico], but this past year I started a few projects with people over there, and it feels good! That sensation that my work is benefitting people in my country ... it just makes me happy." Her current work focuses on wastewater treatment and analysis of the human microbiome as part of the Center for Microbiome Informatics and Therapeutics.

Both Matus and Cervantes spoke to the

fact that although many Mexican academic institutions do not have the resources to support the research that they want to do right now, that might change in the near future. "I see the country growing in so many ways," said Matus.

She also said that she found people in Mexico to be happier than people are here.

"Apparently we are one of the happiest countries in the world, and I can believe it," she said. "I went home for Christmas break, and on January 6th we celebrate the *Dia de los Reyes* [Day of the Three Kings]. The whole city was out, musicians on the street, people dancing, and you realize it's amazing. There are problems with super low wages, insecurity, healthcare access, but people still take the time to celebrate, and they really mean it."

She misses being surrounded by that kind of positivity. "That intrinsic happiness is one of the key descriptions of Mexico. I think I've always had that in me, but I have lost some of it from being away. People really appreciate the small things in life in Mexico. Here, the fact that my webpage took two extra seconds to load makes me want to yell. Or I get angry because I have to wait 10 minutes to text my friend be-

'I always say that I would retire in Mexico, but for the rest of my career, I think I will stay here in the United States. Having a career in biotechnology is a lot easier in the U.S. than it is in Mexico.'

—Bernie Cervantes

cause my phone died."

Matus will have to make some decisions about her future in the next few months. But first, she has to finish her PhD. She already lot of ideas about the best ways to make it through a graduate program. "It's important to be patient. A PhD takes half a decade of your life. Everyone lives that process differently. Do your thing, be patient, and it will be fine! We're all here for a reason, and it's going to be great!"

Gabi Serrato Marks is a graduate student in the Department of Earth, Atmospheric and Planetary Sciences.

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Lagarde: boosting female workforce could lift U.S. GDP

Longer life expectancy, smaller families cause demographic shift

Lagarde, from Page 1

nomic Well-being: The Role of Fiscal Policy," was open to the public and hosted by the Compton Lecture Series, which was established in 1957 by MIT president Karl Taylor Compton. The series focuses on world leaders "noted for their universality of thought and their influence on human values," as prescribed by the 1955 committee that started the series.

The talk was also part of MIT 2016, a series of events taking place from February to June that mark and commemorate the century MIT has spent at its Cambridge campus, following a move from Boston.

Lagarde approached the subject of her talk, demographic change, from first principles, explaining that life expectancies have risen dramatically over the past 50 years due to developments like the introduction of antibiotics and vaccines, and improved education.

In 1950, the average life expectancy was 47. Today, it's 71, Lagarde said, citing estimates from the United Nations. She called this the "sunny side of demographics."

However, better conditions mean that families are raising fewer, even if better educated, children, she said. Populations are ageing, and many developed countries are suffering from slower growth and less financial stability. Longer term, the same demographic changes are likely to appear in developing nations as well, she said.

"We must address a huge demographic challenge, so we can leave our economies and societies better than we found them," she said.

Lagarde acknowledged there are multiple viewpoints in this

"debate about demographics" and how to approach the problem. "We need a multi-pronged approach."

She proposed what she called "game-changers" that center on entitlement reform, improved tax systems and public expenditure, and increasing countries' GDPs.

"Energy pricing is key," she said, adding that countries should introduce new taxes and scale back many of their subsidies. By the IMF's estimate, global energy subsidies — both directly and indirectly — cost \$5.3 trillion last year.

Lagarde's talk was followed by a Q&A with President Rafael Reif and the public. When President Reif asked her about climate change, she said, "I believe that each and every one of us can do something about it." She referred to Milan, Italy, which is currently considering paying its residents to bike to work.

Beyond her official duties, Lagarde serves as a role model for her unprecedented accomplishments as a woman in finance. Not only was she the first female to direct the IMF, but she had previously been France's first female finance and economy minister.

"I work in a world where there are too many men and not enough women," Lagarde said.

In her talk, Lagarde said IMF research showed that growing the female workforce could single-handedly increase the GDP of the United States by five percent.

"I think it's critically important that we improve the parity, that we reduce the discrimination, that we give everybody a chance to accomplish what they can accomplish," she said in the interview. "And I also believe that women can be very conducive to a better world."

Peer2Peer gets four chats a week, hopes volume increases

Currently, service has 19 'listeners' whom users can filter by interest

Peer2Peer, from Page 1

ture of the devices they [support]. I think the kinds of conversations you have on mobile devices are different from those you may have on your laptop. For example, Peer2Peer's interface allows you to select a listener based on what you are interested in talking about and has a built-in listener support chat for listeners to support one another and share advice."

Peer2Peer users talk to dedicated "listeners" who participate in training that includes a thirty-minute virtual tutorial about MIT-specific mental health resources. There are currently 19 listeners, but Peer2Peer hopes to increase this number to around fifty by the end of the semester.

Peer2Peer originally started as an email-based service after Nightline, MIT's crisis hotline, shut down in 2010 because the majority of callers weren't from MIT. "Individuals from outside the community were calling in for support and volunteers were not equipped to handle the flux of non-MIT related calls," Chilingirian said.

Two volunteers, Isabella Lubin '12 and Tzipora Wagner '13, formed that early version of Peer2Peer; students would email in about their lives and peers would respond within a few hours. The service provided neither anonymity nor instantaneous support, according a *Tech* article published in 2012.

Lubin and Wagner both contemplated developing an online chat network, but graduated before they could complete the project. Chilingirian read about Peer2Peer in the same *Tech* article as a freshman, and had past experience with a suicide hotline in Boston that had launched its own chat

platform, he said in an interview with *The Tech*.

By the fall of 2013, Lubin and Wagner had both graduated, and Chilingirian and Halide Bey '15 expressed interest in working with Waldheter and Fernandes. They wanted to create an online chat service, but were unsure how to do so; when 7 Cups of Tea's founders approached MIT Mental Health and Counseling last spring about creating an MIT-specific portal, Chilingirian realized that using 7 Cups of Tea's already-existing technology for real-time anonymous chat was a more feasible option than creating it himself.

"We wanted to improve on Nightline and thus prioritized the service as solely available to the MIT community," Chilingirian said, which is why users have to log on to Peer2Peer using MIT certificates.

"We know that when students are having difficulty, they first turn to peers and family members," Waldheter said. "We wanted to increase opportunities for students to reach out to each other by normalizing health-seeking around campus."

MIT was also very open to partnering with an external organization, Waldheter told *The Tech*. "While navigating the legal issues was a bit tricky, the administration and especially the Chancellor have been extremely supportive," he said.

In the future, Waldheter wants to hold Peer2Peer office hours for listeners to discuss responses to crises and ways to educate users about existing mental health resources. The service is currently seeing about four chats per day, but Waldheter hopes that with time, that number will go up.

Peer2Peer's website is can be found at peer2peer.mit.edu.



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WHEN IS IT?

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SKYLER ADAMS—THE TECH

Visitors to the VR@MIT event were able to interact with Oculus Rift, HTC Vive and Gear VR headsets in the Media Lab.

This space donated by *The Tech*

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Hands...

Solution, page 3

| | | | | | | | |
|-------------|-----------|------------|------------|------------|-------------|------------|-----------|
| 28+ | | 1- | 81x | | 42x | | 1- |
| | | 4x | | 8 | | 6 | |
| 6x | 2÷ | 25+ | | | | | 7 |
| | | 28+ | | 22+ | | | |
| 54x | | 6- | | 3 | | 8x | |
| 5 | | 2- | 22+ | | | 2÷ | |
| 2- | | 23+ | | | 448x | | 9 |
| 2- | | 21+ | | 5÷ | | 24x | 1 |
| 189x | | | 2 | | | | 6 |

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–9. Follow the mathematical operations for each box.

[1653] United States Map



It would be pretty unfair to give to someone a blank version of this map as a quiz. (if you include Alaska and Hawaii, you should swap the Aleutian Islands with the Hawaiian ones.)

Sailing places third at prestigious race

Engineers beat out Tufts in Final Four but fall to two other teams

By Max Berkowitz
DAPER STAFF

The nationally-ranked No. 14 MIT sailing team finished in third place at the Sharpe Team Race Trophy over the weekend at Brown University.

In a very competitive field comprising nine programs, seven of which are ranked in the Sailing World College top 20, the Engineers compiled a record of 7-5 for third place just behind No. 18 Brown University (10-2) and Dartmouth College (9-3). MIT won the third place head-to-head tiebreaker over No. 19 Tufts University to claim the third position.

David Larson '16, Alec Stewart '17, Ty Ingram '18, and Cutter O'Connell '18 served as the skippers at the Sharpe Trophy for the Cardinal and Gray. Competing as the crew at the regatta were Lisa Sukharev-Chuyan '16, Christopher Ford '16, Jordan Ladd

'17, Kyle Joba-Woodruff '17, and Greta Farrell '18.

In the first round, the Engineers bested Brown (2-3-5), Bowdoin College (1-3-5), Dartmouth (2-3-4), Yale University (1-2-4), Rhode Island University (1-2-6), and Brown II (1-2-5). As a team, MIT compiled a record of 6-3 in the opening stage, before advancing to the Final Four.

In the Final Four, MIT came away with a win over Tufts (2-3-4), but fell to Brown (3-4-6) and Dartmouth (4-5-6) for a mark of 1-2 in the stage and an overall mark of 7-5 for the weekend.

This weekend was the fifth time since the 2009-10 season that MIT competed at the Sharpe Trophy and third time in which the Cardinal and Gray secured a third place finish among elite teams.

MIT returns to action next weekend, March 12 and 13, in the Wood Team Race hosted by Harvard University and the Tufts Invitational Team Race hosted by Tufts University.



SKYLER ADAMS—THE TECH

Skaters from the MIT Figure Skating Club performed individually and ensemble on Saturday.

Manning announces his retirement, ending a successful 18-year career after Superbowl win

The five-time NFL MVP holds the record for most touchdown passes thrown by a QB

Souparno Ghosh
SPORTS EDITOR

Two-time Super Bowl champion and five-time league MVP Peyton Manning announced his retirement March 7, following an 18-year career with the NFL, including 14 years with the Indianapolis Colts and four years with the Denver Broncos. Manning's decision to retire comes just a month after he guided the Denver Broncos to victory in Super Bowl 50.

The University of Tennessee alumnus has numerous NFL records to his name: most touchdown passes by a quarterback (539), most passing yards by a quarterback (71,940), most wins by a quarterback (200), five-time NFL MVP, and 14 games with over 4,000 yards passing. Remarkably,

two of his all-time records — most touchdown passes in a game (7) and most touchdown passes in a season (55) — came in 2013, two years after multiple neck surgeries curtailed his career. As this future hall-of-famer calls time on an illustrious career, we take a look back at what made Peyton Manning one of the best to ever play the game.

Peyton Manning, son of former NFL quarterback Archie Manning, played college football for the University of Tennessee and led them to the SEC Championship in his senior year. He was selected first overall in the 1998 NFL draft by the Indianapolis Colts. In his rookie year in the NFL, Manning set the inauspicious record for most interceptions by a rookie (28). However, he would only get better from then on.

Manning won the first of his five MVPs in 2003, leading the Colts to a 12-4 regular season while leading the league in passing yards. Manning followed his 2003 heroics with another MVP season in which he threw for a then-record 49 touchdown passes and finished with an incredible 121.1 passer rating. Manning led the league in passer rating again in 2005 and finished second in the MVP voting. He was named to the AP All-Pro first team for the third successive year.

While Manning was devouring all the regular season plaudits, the Lombardi trophy proved elusive. His arch-rival Tom Brady had won three in his first four years as a starter. Manning would go on to bury his post-season ghosts and win against his nemeses, the New England Patriots, in the 2006

AFC Championship Game. Down 21-3, Manning led a record comeback, including an 80-yard drive for the go-ahead touchdown to seal the Colts' entry to SB XLI. The Manning-led Colts would defeat the Bears to give No. 18 his first SB ring and SB-MVP.

Following multiple neck surgeries in 2011, Manning signed with the Denver Broncos in 2012. He led the Broncos to a top-two finish in the AFC in each of his four seasons with them. He had record-setting numbers in 2013 when he threw 55 touchdown passes that season, but his quest for a second SB trophy was thwarted by the Seattle Seahawks and the Legion of Boom. Two years later, Manning would finish his mission as he guided the Broncos to victory in SB 50. Just like general manager John Elway, Peyton Manning walked away as a Super Bowl champion.

Off the field, Manning has generally had a positive image. Yet this was tempered by allegations of sexual assault by Jamie Naughton, the director of health and wellness when Manning was the

quarterback at University of Tennessee, and suspicions that Manning used human growth hormone (hGH) when recovering from neck surgeries. On the latter point, Manning has vehemently denied using hGH, and no evidence has been found to suggest otherwise.

Peyton Manning revolutionized the way football is played. Through his unique ability to recognize defensive schemes and change plays at the line of scrimmage, Manning was able to win a number of tactical battles on the field. Manning, along with Brady, is largely responsible for ushering in the era of the quarterback and a pass-happy league.

He is perhaps the best regular-season performer of all time. As Manning himself said, at times he might not have been the most talented player on the field but he ensured he was the most prepared.

He wanted to be remembered as a great teammate who genuinely loved football. Fans will miss a perfectionist who set the bar high for his peers, and of course, his famous audible, "OMAHAI!"



LENNY MARTINEZ—THE TECH

Kathryn A. Notarangelo '18 moves to keep the ball away from an incoming Endicott College player during last Wednesday's home game against Endicott College. The Engineers earned their first win of the season with a score of 19-10.

SPORTS BLITZ

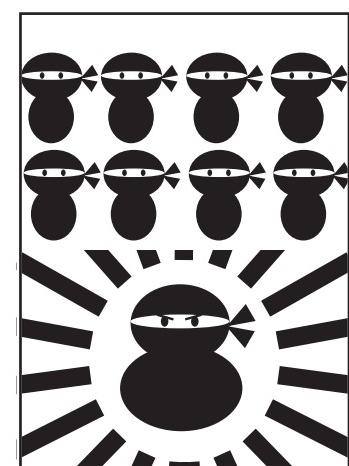
Men's lacrosse (2-0) defeated Skidmore College 13-7. Graham Davis '18 led the Engineers with 5 goals.

Women's lacrosse (2-0) edged Keene State College 14-12 in a high-scoring game. Cecilia McCormick '19 paced the Engineers with 4 goals.

Men's tennis (3-3) lost away to Bates 7-2. Sean Ko '19 and Tyler Barr '19 won their respective singles matches.

Baseball was shut out by UMass Boston 4-0 in the season opener. Kendall Helbert '16 broke up a no-hit bid with one down in the top of the 9th inning.

— Souparno Ghosh
Sports Editor



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